



**FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal (RFP Discretionary)**

Bureau

Bureau of Family and Community Outreach

TAPS Number

23B030

Program Name

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

Specific Funding Authority

CFDA # 84.287, Elementary and Secondary Education Act as amended by the Every Student Succeeds Act- Title IV, Part B

Funding Purpose / Priorities

This program supports the creation of community learning centers that provide high-yield academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state student standards in core academic subjects, such as English language arts (ELA) and mathematics; offers students a broad array of high yield enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Total Funding Amount

The total funding amount available is \$30,000,000. The funding minimum for an individual award is \$50,000. The funding maximum is \$500,000 per single award. The estimated number of awards ranges from 60 to 100.

Type of Award

Discretionary Competitive

Budget / Program Performance Period

The program performance period is for *four (4)* years from August 1, 2022 to July 31, 2026. Awards are issued annually contingent upon program performance. The first budget for programs recommended for funding will be issued for a budget period of August 1, 2022 to July 31, 2023, contingent upon a successful budget and technical review.

Target Population(s)

The eligible target population is students in grades Prekindergarten to 12 in schools identified as in need of targeted support and improvement, comprehensive support and improvement or identified by their local education agency (LEA) as in need of support, and the adult family members of those students.

Eligible Applicants

Eligible applicants are local educational agencies, community-based organizations, colleges and universities, other public or private entities, or a consortium of two or more of those entities.

Application Due Date

April 15, 2022 at 5:00pm, Eastern Standard Time (EST)

The due date refers to the date of receipt in the online grant system. The project effective date will be the date that the application is received meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

Matching Requirement

None

Contact Persons

Program Contact

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Assurances

The FDOE has developed and implemented a document entitled **General Terms, Assurances and Conditions for Participation in Federal and State Programs** to comply with:

2 C.F.R. 200 Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Note: The Uniform Grants Guidance (UGG) combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and

80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

All awarded projects must review and sign the 21st CCLC Program Assurances which describe requirements governing the operation of a 21st CCLC program in Florida. The program assurances must be signed by the agency head or appropriate designee and be included as an attachment to the application.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued. If an agency is submitting applications for multiple programs, only one Risk Analysis is required.

School Districts, State Colleges, and State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

Governmental and Non-Governmental Entities must use the DOE 620 form. The DOE 620 form is required to be submitted each state fiscal year (July 1-June 30) prior to a Project Award being issued for that agency. An amendment is required if significant changes in circumstances in the management and operation of the agency occurs during the state fiscal year after the form has been submitted. The appropriate Risk Analysis form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe620.xls>

Non-public entities are required to take the Grants Fiscal Management Training and Assessment annually. The agency head and/or the agency's financial manager (CFO) must complete this training within 60 days of the date of execution (Block 12) on the DOE 200, Project Award Notification. Training and assessment can be found using the following link: <https://portal.fldoesso.org/PORTAL/Sign-On/SSO-Home.aspx>

Non-participation in the training program may result in termination of payment(s) until training is completed.

Funding Methods

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE's Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Reimbursement with Performance

Payment is rendered upon submission of documented allowable disbursements, plus documentation of completion of specified performance objectives.

Fiscal Records Requirements and Documentation

Applicants must complete a Budget Narrative form, DOE101S. Budget pages must be completed to provide sufficient information to enable FDOE reviewers to understand the nature and reason for each line item cost.

All funded programs and any amendments are subject to the procedures outlined in the FDOE Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs, which may be found at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.shtml>.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years from the last date of program operations. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to, invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. *All must be available upon request.*

Budgeted items must correlate with the narrative portion of the project application that addresses identified needs, describes the specific activities, tasks and deliverables to be implemented.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance. Allowable expenditures may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project, including meeting room rentals, consultant fees, printing, etc.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Proposal preparation including the costs to develop, prepare or write the proposal
- Pre-award costs
- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

- Gift cards
- Decorations
- Advertisement (with the exception of staff and student recruitment; see page 12 for further details)
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Furniture (some items are allowable with pre-approval)
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items/services already covered by indirect costs allocation
- Costs not allowable for federal programs per the U.S. Education Department General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf>.

Any equipment purchases not listed on the original budget approved by the Florida Department of Education require an amendment submission and approval prior to purchase by the agency awarded the funding.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book at:

<http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.

Administrative Costs including Indirect Costs

School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved for a program by the Florida Department of Education's Comptroller. Additional information and forms are available at www.fldoe.org/finance/comptroller/.

Public Universities, State Colleges, Community- and Faith-Based Organizations

The Florida Department of Education will allow other state agencies, state universities and state colleges to charge an indirect cost (administrative and/or overhead) up to 8 percent or the recipient's rate approved by the appropriate cognizant agency, whichever is lower. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000 and for items of equipment, alterations, renovations and flow-through funds ("pass through" to another entity) on programs issued by the department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to rental of office space, costs for bookkeeping and accounting services, and

utilities. In the alternative, the department will approve an indirect cost rate of 8 percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. **Indirect costs shall only apply to federal programs.**

Administrative costs are related to the management and administration of a program. For organizations that do not have a negotiated restricted indirect costs rate or choose not to use such a rate, this cost category would also include those costs traditionally included in the indirect cost. Administrative costs are capped at *ten (10) percent* of the total award. Administrative costs include both indirect costs and general administrative costs. Any cost that is included in the calculation to determine the restricted indirect cost rate cannot also be included as a directly charged administrative cost. Some examples of the types of costs typically considered administrative in nature are:

- Salaries and wages plus applicable fringe benefits for staff engaging in administrative duties (overall human resources, agency purchasing, clerical and compliance)
- Audit costs
- Legal fees
- Equipment associated with administrative tasks
- Office supplies, postage, communications, travel and other general office costs associated with administrative tasks
- Housekeeping costs incurred through salaries and wages plus fringe benefits or through a contract for administrative offices
- Facility costs, such as depreciation, rental of space, maintenance and repair, utilities, property insurance, if approved by FDOE
- Liability insurance
- Payroll processing

State of Florida, Executive Order 11-116 (Supersedes Executive Order 11-02)

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at:

<http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

State of Florida, Executive Order 20-44

In accordance with Executive Order 20-44, each grantee meeting the following criteria: 1) all entities named in statute with which the agency must form a sole source, public private agreement and 2) all entities that, through contract or other agreement with the State, annually receive 50% or more of their budget from the State or from a combination of State and Federal funds shall provide to the department an annual report in the format required by the department. This report shall detail the total compensation for the entities' executive leadership teams. Total compensation shall include salary, bonuses, cashed in leave, cash equivalents, severance pay, retirement benefits, deferred compensation, real-property gifts, and any other payout. In addition, the grantee shall submit with the annual report the most recent Return of Organization Exempt from Income Tax, Form 990, if applicable, or shall indicate that the grantee is not required to file such Form 990. This report shall be submitted by March 1 of each year. Executive Order 20-44 may be obtained via this link:

General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to:

<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

For Federal Programs – Equitable Services for Private School Participation

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local educational agency service area. For details, refer to:

<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Narrative Section

Scope of Work/Narrative Components and Scoring Criteria

Project Design/Scope of Work

The proposal must be completed in the online system used by the department. Each section below will appear in the online system. Applicants may work independently on the application or invite others within their agency to collaborate on a single application using the online system. The department encourages applicants to work collaboratively within their agency on each application to build ownership of the program components across the agency and within the local community.

Section 1: Project Abstract/Summary (0 Points—Fixed Requirement)

Each 21st CCLC project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. The target population must be listed and the program activities for all participants must be outlined. The abstract must include the number of students served in each component and the days and hours of service within each component. Each proposal may serve a maximum of two community learning center sites. Applicants may need to complete the abstract once they have completed the application as the operations and activities may change as they complete the application.

Instructions

Complete a short statement (no more than 100 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Use the template below. If there are two community learning center sites on the project, copy and paste the statement immediately following the first statement. If there are other times or days beyond afterschool during the school year (e.g., before school and/or school breaks), copy and paste the statement and alter the times and days as appropriate.

(Agency Name) operates the (Name of the Program) at (Address, City & Zip) of Community Learning Center. (Number of) students are provided programming during the (school year and/or summer) from (start time) to (end time), (days of the week of program operations) beginning (program start date) to (program end date). Program activities include (name of ESSA approved program activities included in application).

Section 2: Site-Level Funding Eligibility (3 Points)

Applicants should propose a reasonable number of students to be served at the community learning center site. The number of students proposed should be based on a variety of data sources, including the number of students

enrolled in the target school, the number of students at the target school who are not enrolled in any afterschool, summer or enrichment activities, the amount of agencies currently providing out-of-school time programming to students or other factors. Based on this information, each applicant should propose to serve the amount of students that can be reasonably expected to attend each day. Applicants will be expected to serve the proposed amount of students which will be measured through monthly attendance reporting to the department. The funding for each application will be determined as follows.

<i>Total Number of Students Served (All Sites)</i>	<i>School Year</i>	<i>Summer</i>
25-50	\$75,000	\$50,000
51-100	\$150,000	\$100,000
101-150	\$225,000	\$150,000
150+	\$300,000	\$200,000

Instructions

Go to the Know Your Schools portal at <https://edudata.fl DOE.org/>. Use the search bar to find the school(s) you wish to serve. Determine if the school is eligible by reviewing the School Accountability Summary or LEA-identified support list. If the school has been identified for support, review the Population and Enrollment tab to determine the Student Count. Based on the student count and the other areas that have been identified during the needs assessment, determine how many students are expected to be served at the community learning center site each day. Enter the number of students expected to be served for the school year and/or the summer for the proposed community learning center sites. Enter the corresponding funding amount for each community learning center site. Note that the maximum funding amount under each proposal should not exceed \$500,000.

Review Criteria

Did the applicant:

- choose eligible target schools?
- select a reasonable amount of students based on the data available (total student enrollment, need for a 21st CCLC site, other listed factors)?
- propose funding at or below the maximum amount of funding for a project under this RFP?

Section 3: Applicant Capacity (6 Points)

Applicants for 21st CCLC funding may have varying levels of capacity in the operation of a federal grant. While the department welcomes all applicants, those who have experience operating programs that use public funding to accomplish program goals may be better positioned to be successful in the implementation of this program. Applicant capacity may be demonstrated by such characteristics as the establishment of a board of directors who oversees the activities of the agency without any vested financial interest in program operations. Applicant capacity may include the existence and implementation of policies and procedures that employ auditable systems to properly account for the use of public funds.

In addition to administrative and fiscal capacity, agencies who successfully implement a 21st CCLC program should have experience in using data to develop and implement educationally supportive programming for students and families. Applicants should be familiar with academic performance data used to drive student outcomes and other data that is used to inform programming to ultimately improve life outcomes for students and their families.

Instructions

Use the dropdown menus in the online application to indicate the number of years of experience, the applicant has providing expanded learning opportunities for students, using federal funding and operating a 21st CCLC

program. If the applicant has provided other types of expanded learning opportunities, use the text box to describe the opportunity. If the applicant has held other federal funding, use the text box to indicate the name of the programming and the program dates. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation.

Review Criteria

Does the applicant have:

- minimal to no experience, some experience or extensive experience providing expanded learning opportunities?
- minimal to no experience, some experience or extensive experience using federal funding?
- minimal to no experience, some experience or extensive experience operating a 21st CCLC program?

Section 4: Building Your Program Team (5 Points)

Organizing a program team is seminal to the success of the operation of a community learning center site. Most 21st CCLC programming occurs outside of the school day and all 21st CCLC programming is supplemental to the activities that occur during the school day. For a 21st CCLC program to be successful, school personnel must work with community learning center staff to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. Partnerships should also be developed that allow the community learning center to bring exciting and innovative enrichment opportunities to students and families.

Program teams should be involved in all stages of the 21st CCLC application process. This includes the development of the application, the engagement of the stakeholders, the determination and assessment of program needs, the design of program activities, the implementation of activities, the evaluation of program data to refine and inform new activities and strategies, and planning for sustainability as the program ends. Program teams should establish a schedule for meeting throughout the year that exemplifies meaningful and ongoing involvement in the community learning center and ensures the activities of the community learning center are implemented with fidelity. The program team should be involved in the continuous quality improvement process.

Instructions

Identify the members of the program team for this application. Describe the rationale for including each team member and the contribution, value or activities they will bring to the community learning center. Secure a signed letter of commitment for each member of the program team for the duration of the project.

Review Criteria

Did the applicant:

- identify at least one program team member from the school district?
- identify at least one program team member who is an administrator at the target school(s)?
- identify at least one program team member who is from the community?
- identify at least one program team member who is a parent or student from the target school(s)?
- identify at least one program team member who is from a postsecondary institution?

Section 5: Engaging Stakeholders (6 points)

Once a program team is identified, members of the program team can engage various stakeholders of the community learning center. Input from community stakeholders is vital for successful programming. Stakeholder input helps the program team identify the needs of the school, students, parents and community. From this input, the program team can work to design programmatic activities that meet the needs of the various stakeholders.

After the proposal is developed, if the project is funded, stakeholders should be continuously engaged throughout the life of the funded project. This ensures that the community learning center continues to meet the needs of the stakeholders as needs arise and evolve. Stakeholders should be partners in the development, implementation and the provision of feedback regarding the community learning center operations.

Instructions

Use the text box to describe stakeholder engagement in the community learning center. Describe the types of stakeholders engaged during the development of the application. Describe the plan for the frequency and method of engagement during the project period and the topics in which stakeholders will be engaged during the implementation of the 21st CCLC program. Describe how the community learning center will receive feedback from the stakeholders and how that feedback will be implemented in the development of the program activities. Survey the stakeholders to determine what is needed in a community learning center.

Review Criteria

Did the applicant:

- identify at least three different types of stakeholders to engage with the community learning center?
- describe a frequency and method of engagement and feedback that will lead to meaningful consultation from stakeholders?
- identify topics that will lead to meaningful feedback from stakeholders?
- meaningfully survey at least 20 percent of the teachers from the target school(s) based on the teacher count listed in the Know Your Schools Portal?
- meaningfully survey at least three partners from the community?
- meaningfully survey at least ten percent of the parents or students from the target school(s) based on the student count in the Know Your Schools Portal?

Section 6: Assessing Program Needs (10 points)

The program needs assessment is the foundation of the 21st CCLC program. The program team should work to collect data based on school-level and student-level needs. The needs assessment should also incorporate the voices of students and families. School-level data includes assessment, acceleration, discipline and attendance, and graduation and postsecondary data, as applicable. Student-level data includes specific data on why students are struggling with various data points in the school-level data. Student voice provides data in which activities students and families want to participate. Other data includes information collected that can provide necessary supplemental support to families.

Once the data is collected, a second step to assess program need is to identify the resources or assets that already exist. This is often referred to as asset mapping. Community learning centers are supplemental to the programming that already exists, so it is important to identify the resources already being used, the resources that exist that are not being used, and the gaps between needs and available resources.

Instructions

Use the Know Your Schools portal to review the school-level data for the target school(s) under the following areas:

- Assessments-Academic Achievement, Growth, and Participation
- Assessments-English Language Learners
- Acceleration
- Discipline and Attendance
- Graduation and Postsecondary

Use the text box to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

Review Criteria

Did the applicant:

- describe, at minimum, the results of the English Language Arts (ELA) and mathematics assessment data at the target school?
- identify gaps between subgroups in assessments, acceleration, discipline and attendance, and graduation and postsecondary as appropriate?
- summarize survey results from the community and teachers which capture skill deficits or reasons that students and families may be struggling in the community?
- identify at least three elements of program activities that students and families would like to see in a community learning center?
- identify assets and gaps in assets in the community?

Section 7: Intentionally Designing Activities (20 points)

After the program team has collected data and mapped assets to determine the needs of the community learning center, the program team should design the community learning center activities. Intentional activity design should be linked to academic skills, support positive youth development, increase student engagement and employ 21st century skills. Program teams should incorporate the results of the needs assessment, research, best practices and evidence-based strategies in the development of program activities. There are several steps to designing the community learning center activities: 1) operational planning, 2) activity design, 3) student recruitment and retention, and 4) identification of partners.

Operational Planning

Operational planning includes determining the number of sites, designing the program schedule for each site, identifying the number of students served at each site, determining the best staff to student ratio for each site, ensuring the site is safe for students to attend and determining if transportation will be provided to students. 21st CCLC requires that families be offered literacy and related educational development that helps families assist their student with their academic goals. Operational planning should also include scheduling of adult family member activities.

Activity Design

Activity design involves reviewing the needs assessment results and matching the results with the 21st CCLC approved program activities as defined in the Every Student Succeeds Act. The activities are as follows:

- Academic Enrichment
- Literacy Education
- Science, Technology, Engineering and Mathematics (STEM)
- Activities for English Learners
- Healthy and Active Lifestyle
- Well-rounded Education Activities
- Services for Individuals with Disabilities
- Telecommunications and Technology Education
- Expanded Library Service Hours
- Cultural Programs
- Drug and Violence Prevention and Counseling

- Assistance to Students who have been Truant, Suspended or Expelled
- Career Competencies and Career Readiness

Furthermore, each activity proposed should include an evidence-based intervention in line with the ESSA tiers of evidence. The tiers of evidence are as follows:

- Tier 1-Strong Evidence: Well-designed and implemented experimental study, meets What Works Clearinghouse (WWC) standards without reservations
- Tier 2-Moderate Evidence: Well-designed and implemented quasi-experimental study, meets WWC standards with reservations
- Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias
- Tier 4-Demonstrates a Rationale: Well-defined logic model based on rigorous research

Student Recruitment and Retention

Student recruitment and retention is essential to the successful operation of a community learning center. Community learning center program staff are expected to actively recruit students to the program site to ensure that the number of students proposed in the application actually attend the program. Active recruitment includes dissemination of information about the 21st CCLC program through passive methods such as distributing physical and electronic information about the program, and active methods such as phone calls, texts and in-person contact with families. Recruitment also includes enrollment priorities given to populations most in need for the program. Retention involves continuous outreach to students and families to ensure students remain engaged in the program and adaptation of program activities based on student interest and voice. In addition to student recruitment and retention, community learning centers must recruit families to attend family member events as well.

Identification and Selection of Partners

Community partnerships are a strength of the 21st CCLC program design. As programs typically operate during out-of-school time and programs that operate during school time have additional program activities that are not associated with the school day, community partners are uniquely positioned to add to the overall quality of the community learning center. Community partners can also help to sustain program operations if funding is reduced or ends. All community learning centers should have a written partnership agreement with the school district and the target school in which their students attend. This partnership agreement may include recruitment partnerships, data sharing strategies, agreements about the use of space as well as snacks and meals provided to students enrolled in the program. Other partnerships may include the provision of services, activities and programming from public or private agencies in the local community. Partnerships can be non-monetary or provided at a reduced-cost which is significantly lower than market value. Agencies that serve as contractors with the community learning center are not considered partners.

Instructions

Upload a completed site profile worksheet for each site proposed. Create a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block.

In the text box provided, submit a narrative that outlines how the activities in the proposed schedule address the needs identified in the program needs assessment. Describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence. Provide references for the evidence levels.

In the text box provided, describe the program’s recruitment strategy. Outline the communication strategy the program will use to recruit and retain students and families. Describe how families will be selected for participation and encouraged to attend program activities. Identify any enrollment priorities, the rationale behind the enrollment priorities and how the enrollment priorities will be carried out. Identify how students and families will be encouraged to stay in the program each day and throughout the school year or summer.

Upload a completed Partners Table and the letters of support including a letter from school district executive leadership (Superintendent or Assistant Superintendent) and an administrator from the target school. For other partners, describe the tangible contribution of the partner and the frequency of the contribution to the program.

Review Criteria

Did the applicant:

- include a completed site profile worksheet that outlines all the operational components of the site?
- create schedules that match the operations on the site profile worksheet?
- include activities on the schedule that appear to meet the needs identified in the needs assessment?
- include interventions focused on ELA and mathematics?
- include family literacy interventions?
- outline interventions that appear to yield high improvements for students and their families?
- outline interventions that appear to yield medium improvements for students and their families?
- outline interventions that appear to yield low improvements for students and their families?
- provide the evidence basis for each of the interventions?
- include mostly Tier I interventions?
- include mostly Tier II interventions?
- include mostly Tier III interventions?
- include mostly Tier IV interventions?
- include mostly passive recruitment and retention strategies?
- include mostly active recruitment and retention strategies?
- identify any enrollment priorities?
- include district and school level partnership agreements?
- include at least three non-monetary partnerships?
- include any substantially reduced cost partnerships?
- include commitment letters for all their partnerships?

Section 8: Recruiting and Retaining High Quality Staff (10 points)

Research shows that the most important school-based intervention for a student is the classroom teacher. Having a high quality teacher can help children to make tremendous gains during a school year. In the same vein, a caring and competent adult in an out-of-school time program can help students academically as well as socially. Community learning centers should recruit staff that can support the academic and social needs of the students enrolled in the program. High quality staff should reflect a mix of school- and community-focused mindsets to accomplish the goals of the program.

Each application must have a main contact to interface with the department about the community learning center project. This may be a project or grant manager. Each community learning center site must have a site coordinator working at least 30 hours per week. A full-time site coordinator is preferable. The site coordinator collaborates with the target school and community to find resources to provide enrichment to students and families in the program. Academic programming must be facilitated by a certified teacher, preferably a teacher certified within the grade levels and content areas being taught. Other programming can be facilitated by paraprofessionals, activity leaders or youth development workers. All staff working during out-of-school time

programming must be screened through the Florida Background Screening Clearinghouse. More information can be found at <https://www.myflfamilies.com/service-programs/background-screening/clearinghouse/>. Please note that school district or other agency Level 2 Background Checks do not substitute for this requirement.

In addition to hiring staff, community learning centers should provide ongoing training in such areas as academic enrichment, child and youth development, afterschool and summer learning, family engagement, evidence-based practices and other topics necessary to operate a high quality community learning center. Equipping staff with the proper training and tools to operate a community learning center is a strong retention strategy.

Instructions

In the text box provided, describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section. Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position. Provide a schedule of training for the community learning center staff.

Review Criteria

Did the applicant:

- provide a staffing structure that would adequately meet the ratios in the site profile worksheet?
- provide a staffing structure that would allow the implementation of a community learning center with fidelity and goes above and beyond a basic afterschool program?
- include content-area certified teachers that match the scheduled activities?
- include robust qualifications and duties in the position descriptions provided?
- outline a training plan that is likely to directly increase the quality of programming offered to students and their families?

Section 9: Implementing with Fidelity (10 points)

Funded applications are an initial step in implementing a community learning center. However, some applications, while written very well, are not implemented with fidelity. Often there is a disconnect between the writers of the application and the staff who are hired or designated to implement the program on site. Applicants should consider the application as part of the plan for activities and use it as a tool to implement the activities with fidelity. Community learning centers should use training, tools and measures to ensure that program staff adhere to the application, and more specifically, the activities that are designed to provide continuous education to students. The operations calendar and daily schedule should be implemented as proposed.

Program staff should also work with the target school to regularly collect and review data to determine if the activities conducted in the community learning center are working to increase outcomes or if activities should be adapted or eliminated in favor of different interventions.

Instructions

In the text box provided, describe the program strategy for ensuring that the activities proposed in this application are implemented with fidelity. Include the methods the community learning center leadership will use to ensure that the number of days and hours of programming are provided and that the programming is delivered with rigor. Identify the data points to be used to determine if the program is effective and how the community learning center staff will collect those data points. Explain how the data points will be used to revise, adapt or eliminate programming and the frequency of that process.

Review Criteria

Did the applicant:

- identify the data points they will use to determine program success?
- outline the methods they will use to ensure the program is implemented as intended?
- describe the process to revise, adapt and/or eliminate ineffective programming?
- state how frequent this process will occur?

Section 10: Project Budget (15 points)

The budget for the community learning center should reflect expenditures that focus on direct services for the needs of the students and families in the program. These include staffing that provide direct support to students, materials and curriculum for learning and enrichment activities, transportation needs for students and professional development for staff. A minimal amount of funds may be dedicated to overhead and administration; however, 21st CCLC funds are supplemental funds and subject to the federal “supplement, not supplant” provision. The infrastructure for the program should already be in place and funds should not be budgeted for unallowable and unallocable expenditures. All expenditures should be reasonable and necessary to carry out the program goals.

Contractors can provide ancillary services to the program but cannot provide or be responsible for the program. Contracts may be an allowable expense but cannot account for more than 25 percent of the total budget amount. Individual subcontracts with certified teachers and transportation costs are exempt from this limitation. These exempt subcontracts must be clearly labeled in the budget. All relationships with contractors must be based on a written agreement that clearly identifies the scope of work to be completed by the contractor; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non-performance; and any other information as required by applicable federal, state, and local rules and regulations.

Instructions

Complete and upload the DOE 101S Budget Narrative Form. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency’s general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

Review Criteria

Did the applicant:

- include costs that are reasonable to achieve the goals of the program?
- include costs that are allocable to the program?
- include costs that are necessary to achieve the goals of the program?
- devote the majority of the budget to costs that will benefit students and families?
- allocate reasonable wages to the staff serving students?
- include expenditures that directly relate to the activities proposed?
- include deliverables and a payment schedule for contractors?
- include financial consequences for contractors who do not deliver services as prescribed?

Section 11: Plan for Sustainability (5 points)

Community learning centers are designed for funding for a minimum amount of years. Applicants must have a plan for how the 21st CCLC program will continue after funding ends. This application is designed for funding for four years. During the four-year cycle, applicants should be identifying partnerships and other funding sources that can help sustain the services for the students and families after the funding ends. Programs should

plan to sustain their 21st CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program.

Instructions

In the text box provided, describe the agency’s strategic planning process for continued sustainability of the 21st CCLC program. Describe outreach and advocacy strategies the program team will use to develop continued support after the funding ends. Explain how you will document progress towards sustainability within your progress plan.

Review Criteria

Did the applicant:

- include a four year strategic plan for sustainability?
- identify activities for each year?
- identify positions that will engage in sustainability activities?
- include the leveraging of partnerships in the sustainability plan?
- include progress indicators in their sustainability plan?

Priority Points Section

Priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation of meeting the criteria.

It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points. Evidence of eligibility for priority points must be included with the submission of certain priority points. Applicants that do not submit documentary evidence supporting the application qualifies for priority points will not be awarded priority points.

Priority 1: Evidence that the proposal targets only high-need students and families (up to 5 points)
Applications that target only high need schools.

Criteria	Points
All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population receiving free/reduced price meals:	
over 75% of the student body receives free/reduced price meals	Maximum 3 points
over 90% of the student body receives free/reduced price meals	Maximum 5 points

Priority 2: Evidence that the proposal involves a partnership targeting schools in Comprehensive Support & Improvement classification (3 points)

Applications submitted by a partnership between an Local Educational Agency (LEA), a community-based organization, and another public or private entity that propose to serve only students who attend schools in Comprehensive Support and Improvement (CS&I).

Applicant provides a narrative description of the partnership and the roles to be played by each partner and includes a copy of an agreement such as a Memorandum of Understanding signed by all partners that clearly details the contribution of each partner.

Priority 3: Evidence that the proposal serves students in high school (3 points)

Applicant proposes an application that solely serves students in grades 9 through 12.

Priority 4: This proposal is submitted from an agency that will not have any continuation projects in the 2022-23 program year (5 points)

If the proposal is not funded, the agency will not have any 21st CCLC programming.

Priority 5: This agency has never operated a 21st Century Community Learning Center (3 points)

Applicant is new to 21st CCLC and has never operated a center. Department records will be reviewed to determine if the agency operated a center.

Support for Strategic Imperatives

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

<http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

Notice of Intent-to-Apply

The due date to notify the Department of an applicant's intent-to-apply is March 4, 2022. Send the notification by email or fax and include an email address. Providing the intent-to-apply is not required for an application to be considered. Conversely, eligible organizations which file an intent-to-apply are not required to apply.

Method of Answering Frequently Asked Questions

Applicants may submit questions about the RFP to the 21st CCLC Program Office via email at 21stcclcrfp@fldoe.org. **The last date that questions will be answered is March 11, 2022.** Answers to the questions will be disseminated via the 21st CCLC web page and to applicants who submit a notice intent-to-apply by the deadline.

Reporting Outcomes

Applicants who are awarded are expected to report on project outcomes through the submission of monthly deliverables. Monthly deliverables submissions include student attendance and data reporting and will be due on the 5th of each month.

Financial Consequences

The contract manager shall periodically review the progress made on the activities and deliverables listed. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced payment, request the contractor redo the work or terminate the contract. Failure to serve the number of students for which the applicant is funded will result in a decrease in funding for the following year to the number of students served. The number of students served will be calculated using the average daily attendance of the number of students attending the program from October to April for programs operating during the school year and from June to July for programs operating during the summer. **The contract manager must assess one or more of these consequences based on the severity of the failure to perform and the impact of such failure on the ability of the contractor to meet the timely and desired results. These financial consequences shall not be considered penalties.**

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

- 1) Application is received by the department within the timeframe specified by the RFP.

- 2) Application includes required forms: DOE 100A Project Application Form, Assurances and DOE 101S - Budget Narrative Form.
- 3) All required forms must have the assigned TAPS Number included on the form.
- 4) All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
 - **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
 - An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
 - The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
 - The department will also accept a typed signature, if the document is uploaded by the individual signing the document.
- 5) Application must be submitted electronically to the department.

Project Performance Accountability Information, Instructions, and Forms

NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance.
- verify the receipt of required deliverables prior to payment.

For projects funded via Cash Advance, the department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service.
- identify the minimum level of service to be performed.
- be quantifiable, measureable, and verifiable.

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S., financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement.

Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform.
- **Tasks-** The specific activities performed to complete the Scope of Work.
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
- **Evidence-** The tangible proof.
- **Due Date-** Date for completion of tasks.

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>August 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	September 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>September 1-30, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	October 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>October 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	November 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated	<u>November 1-30, 2022</u> All subrecipients must submit via the department's online system, a monthly	December 5, 2022

development as indicated in the narrative scope of work.	on the site profile worksheet.	<ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>December 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	January 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>January 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	February 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>February 1-28, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	March 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>March 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family • participant data update. 	April 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>April 1-30, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, 	May 5, 2023

scope of work.		<ul style="list-style-type: none"> • number of hours of programming per student and/or family, • participant data update. 	
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>May 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	June 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>June 1-30, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	July 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>July 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	August 5, 2023